



AlphaAssess

AlphaAssess Teacher Notes

Overview statements for Levels 1 to 28
Records of reading behaviour and
reading behaviour analysis sheets for
Levels 1 to 28

Catholic Education Commission of Victoria Ltd edition

Tigers, the Big Cats

Written by Jenny Feely



Hungry Crocodiles

Written by Emma Rossi



In the Forest

Written by Jenny Feely Photography by Michael Curtain



The Bull and the Frog



Written by Emma Rossi Illustrated by Mini Goss

CECV Benchmarking Information

This online 'AlphaAssess Teacher Notes' is a special Catholic Education Commission of Victoria Ltd (CECV) edition that should be used with the AlphaAssess Levels 1–28 CECV Benchmark Kit.

This online CECV document contains:

1. The overview statements for Levels 1–28 that are read to each student prior to the student reading the text
2. The text difficulty calculation for a hard text
3. The Record of Reading Behaviour sheet for each level with the entire text written
4. The Reading Behaviour Analysis sheet

Both the 'Record of Reading Behaviour' and the 'Reading Behaviour Analysis' sheets are provided as support resources, should a school choose to use them. A blank Record of Reading Behaviour (running record) sheet is recommended to record the reading behaviour of the student.

This online CECV document differs from the teacher book 'The First Step: Assessing Early Literacy' provided in the kit in the following ways:

1. The overview statement that is read to the students prior to reading the text differs
2. The whole text is read by the student for CECV benchmarking purposes **not** just 100 words
3. It includes an accuracy rate

This online CECV document is the **only** document to be used when taking the 'Record of Reading Behaviour' to establish the level of text.

'Record of Reading Behaviour' – Text Level

Use the following procedure when taking the 'Record of Reading Behaviour' to establish the level of text, using the prescribed CECV AlphaAssess Levels 1–28 Special Edition series of levelled benchmarking texts.

- Read the full title of the text to the student
- Read the title page to the student
- Read the overview statement provided in the online CECV document to the student
- The student independently reads the **whole text** while the teacher takes the 'Record of Reading Behaviour' using a blank Record of Reading Behaviour (running record) sheet or the Record of Reading Behaviour sheet provided in this online CECV document
- No instruction or prompting is to be given to the student whilst reading the text
- The student is to keep reading the texts until the score is less than 90% (hard) on **two consecutive** books
- Analysis of the 'Record of Reading Behaviour' sheets is not required for data collection

The **level** recorded is the highest level of text a student can read **unassisted** at 90% accuracy or above.

Contents

Overview Statements: Levels 1 to 28	4
Level 1 Look At My Clothes	6
Level 2 I Like to Play	8
Level 3 My Birthday Party	10
Level 4 In the Forest	12
Level 5 The Lost Kitten	14
Level 6 Bedtime	16
Level 7 I Draw Pictures	18
Level 8 The Naughty Dog	20
Level 9 Sebastian Learns to Swim	22
Level 10 The Little Red Hen	25
Level 11 I'm Using the Computer	28
Level 12 Going Rowing	30
Level 13 My Dog Ben	32
Level 14 The Messy Pony	34
Level 15 The Bull and the Frog	36
Level 16 Our Playground	39
Level 17 The Girl Who Cried Spider	41
Level 18 Having Fun	44
Level 19 Saving Water	46
Level 20 The Girl and Her Bucket	48
Level 21 Flying With the Wind	50
Level 22 The Laughing Dragon	52
Level 23 Tigers, the Big Cats	55
Level 24 Skydiving	58
Level 25 Dolphins to the Rescue	60
Level 26 How the Sun and Moon Were Made	63
Level 27 Hungry Crocodiles	66
Level 28 Surviving the Storm	69
Blank record of reading behaviour	72

Overview Statements: Levels 1 to 28

Read the overview statement to the child prior to reading the text.

Level 1 Look At My Clothes

This book is called *Look At My Clothes*. This little girl wants us to look at her dress-up clothes.

Text difficulty 28 words, 3+ errors=hard

Level 2 I Like to Play

This book is called *I Like to Play*. The girl likes to play on things in the playground. She asks us to watch her.

Text difficulty 51 words, 6+ errors=hard

Level 3 My Birthday Party

This book is called *My Birthday Party*. The boy is having a party. He looks at the party things and tells us what he likes.

Text difficulty 44 words, 5+ errors=hard

Level 4 In the Forest

This book is called *In the Forest*. The girl went to the forest and saw some things that live there, but only the snake saw her.

Text difficulty 104 words, 11+ errors=hard

Level 5 The Lost Kitten

This book is called *The Lost Kitten*. The boy can't find his kitten. He looked for it in different places, but the kitten wasn't there.

Text difficulty 100 words, 11+ errors=hard

Level 6 Bedtime

This book is called *Bedtime*. Mum thinks it's Sam's bedtime now, but Sam is not ready to go to sleep.

Text difficulty 92 words, 10+ errors=hard

Level 7 I Draw Pictures

This book is called *I Draw Pictures*. The boy likes to draw pictures of his family. They like the pictures that he draws.

Text difficulty 126 words, 13+ errors=hard

Level 8 The Naughty Dog

This book is called *The Naughty Dog*. The girl tries to stop her dog from being naughty.

Text difficulty 106 words, 11+ errors=hard

Level 9 Sebastian Learns to Swim

This book is called *Sebastian Learns to Swim*. Sebastian wanted to learn to swim. His family tried to tell him how to swim but he couldn't.

Text difficulty 141 words, 15+ errors=hard

Level 10 The Little Red Hen

This book is called *The Little Red Hen*. The Little Red Hen asked the other animals for help to make some bread.

Text difficulty 162 words, 17+ errors=hard

Level 11 I'm Using the Computer

This book is called *I'm Using the Computer*. The girl was busy using the computer and she wouldn't help her family.

Text difficulty 106 words, 11+ errors=hard

Level 12 Going Rowing

This book is called *Going Rowing*. When the boys went rowing on the river with Dad, he showed them how to use the oars, turn the boat and row the boat.

Text difficulty 122 words, 13+ errors=hard

Level 13 My Dog Ben

This book is called *My Dog Ben*. Ben the dog loves to do clever tricks. He has a favourite trick.

Text difficulty 118 words, 12+ errors=hard

Level 14 The Messy Pony

This book is called *The Messy Pony*. Penny, the white pony, always wanted to know what was happening on the farm. She got into lots of trouble.

Text difficulty 116 words, 12+ errors=hard

Level 15 The Bull and the Frog

This book is called *The Bull and the Frog*. The bullfrog thought that he was the grandest frog in the world and nothing could be bigger than him.

Text difficulty 153 words, 16+ errors=hard

Level 16 Our Playground

This book is called *Our Playground*. The children at the school decided what to build in the playground. They talked about what they liked and they voted to make the decision.

Text difficulty 104 words, 11+ errors=hard

Level 17 The Girl Who Cried Spider

This book is called *The Girl Who Cried Spider*. Rosie laughed when she tricked people at school with her rubber spider. But when Rosie was scared by a real spider, nobody took any notice.

Text difficulty 166 words, 17+ errors=hard

Level 18 Having Fun

This book is called *Having Fun*. The boy had a weekend at Grandma's house. It was different to what he thought it would be.

Text difficulty 144 words, 15+ errors=hard

Level 19 Saving Water

This book is called *Saving Water*. It gives information about what people can do to save water in their home.

Text difficulty 112 words, 12+ errors=hard

Level 20 The Girl and Her Bucket

This book is called *The Girl and Her Bucket*. The girl imagined how she could make money to be rich and famous.

Text difficulty 163 words, 17+ errors=hard

Level 21 Flying With the Wind

This book is called *Flying With the Wind*. It tells us how hot-air balloons work.

Text difficulty 127 words, 13+ errors=hard

Level 22 The Laughing Dragon

This book is called *The Laughing Dragon*. It is about a pet dragon with a dangerous laugh.

Text difficulty 170 words, 18+ errors=hard

Level 23 Tigers, the Big Cats

This book is called *Tigers, the Big Cats*. It gives information about tigers and how they survive.

Text difficulty 196 words, 20+ errors=hard

Level 24 Skydiving

This book is called *Skydiving*. It is about the sport of skydiving. It tells us how people safely jump from a plane and parachute to the ground.

Text difficulty 136 words, 14+ errors=hard

Level 25 Dolphins to the Rescue

This book is called *Dolphins to the Rescue*. It is a true story about how a pod of dolphins saved a group of lifesavers from a great white shark.

Text difficulty 197 words, 20+ errors=hard

Level 26 How the Sun and Moon Were Made

This book is called *How the Sun and Moon Were Made*. The forest animals had to overcome an evil power to bring light back to the world.

Text difficulty 201 words, 21+ errors=hard

Level 27 Hungry Crocodiles

This book is called *Hungry Crocodiles*. It gives information about how crocodiles catch and eat food.

Text difficulty 172 words, 18+ errors=hard

Level 28 Surviving the Storm

This book is called *Surviving the Storm*. A long time ago a terrible storm almost destroyed a ship and its crew. This story tells how the crew worked together to survive.

Text difficulty 183 words, 19+ errors=hard

Record of reading behaviour

Look At My Clothes Level 1

This book is called *Look At My Clothes*. This little girl wants us to look at her dress-up clothes.

Text difficulty 28 words, 3+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Look at my shirt.				
3	Look at my dress.				
4	Look at my socks.				
5	Look at my shoes.				
6	Look at my coat.				
7	Look at my hat.				
8	Look at my clothes.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Look At My Clothes Level 1

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was *Look At My Clothes* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Which clothes did the girl put on? (L)
- ☐ Why did the girl put on clothes that were too big for her? (Int)
- ☐ What do you think the girl will do next? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonemic awareness

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

I Like to Play Level 2

This book is called *I Like to Play*. The girl likes to play on things in the playground. She asks us to watch her.

Text difficulty 51 words, 6+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Watch me. I like to play on the slide.				
4	Watch me. I like to play on the swing.				
6	Watch me. I like to play on the see-saw.				
8	Watch me. I like to play on the horse.				
10	Watch me. I like to play on the bridge.				
12	Watch me. I like to play.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

I Like to Play Level 2

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was *I Like to Play* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What does the girl in the book like to play on? (L)
- ☐ Where is she playing? (Int)
- ☐ What things would you like to play on? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonemic awareness

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

My Birthday Party Level 3

This book is called *My Birthday Party*. The boy is having a party. He looks at the party things and tells us what he likes.

Text difficulty 44 words, 5+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	I am having a party.				
4	Look at my hat. I like my hat.				
6	Look at the balloons. I like the red balloon.				
8	Look at my presents. Look at my ball.				
10	I like my birthday cake. Look at my birthday cake.				
12	I like my party.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

My Birthday Party Level 3

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *My Birthday Party* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Which balloon does the boy like? (L)
- ☐ What present does the boy get for his birthday? (Int)
- ☐ Why does the boy say, 'I like my party?' (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonemic awareness

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

In the Forest Level 4

This book is called *In the Forest*. The girl went to the forest and saw some things that live there, but only the snake saw her.

Text difficulty 104 words, 11+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	I went to the forest and what did I see?				
3	I saw a butterfly, but it didn't see me.				
4	I went to the forest and what did I see?				
5	I saw a little bird, but it didn't see me.				
6	I went to the forest and what did I see?				
7	I saw a green frog, but it didn't see me.				
8	I went to the forest and what did I see?				
9	I saw a big spider, but it didn't see me.				
10	I went to the forest and what did I see?				
11	I saw a long snake, and the snake saw me.				
12	Oh, no! Off I go!				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

In the Forest Level 4

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *In the Forest* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did the girl see in the forest? (L)
- ☐ What did the girl do when the snake saw her? (Int)
- ☐ What other animals might you see in the forest? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonemic awareness

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Lost Kitten Level 5

This book is called *The Lost Kitten*. The boy can't find his kitten. He looked for it in different places, but the kitten wasn't there.

Text difficulty 100 words, 11+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
3	I can't find my kitten.				
5	I looked for my kitten in the basket, but he wasn't in there. I looked for my kitten under the table, but he wasn't under there.				
6	I looked for my kitten on the chair, but he wasn't on there.				
7	I looked for my kitten behind the door, but he wasn't behind there.				
8	I looked for my kitten in the toy box, but he wasn't in there.				
9	I looked for my kitten under the bed, but he wasn't under there.				
10	I have looked and looked and looked for my kitten, but I can't find him anywhere!				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Lost Kitten Level 5

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask: What was this book *The Lost Kitten* about? Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Where did the boy look for his kitten? (L)
- ☐ Was the kitten really lost? Why? (Int)
- ☐ Why did the boy think his kitten was lost? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonemic awareness

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Bedtime Level 6

This book is called *Bedtime*. Mum thinks it's Sam's bedtime now, but Sam is not ready to go to sleep.

Text difficulty 92 words, 10+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	"Bedtime," said Mum.				
	"Can I look at my book in bed?" said Sam.				
	"Yes," said Mum.				
4	"Now go to bed," said Mum.				
5	"Can I have my blanket?" said Sam.				
6	"Yes," said Mum.				
	"Now please get into bed."				
7	"I want to have my car in bed," said Sam.				
	"Can I have it?"				
8	"Yes," said Mum.				
	"And now please go to bed."				
9	"Can I get my monkey, too?" said Sam.				
10	"Yes, Sam," said Mum.				
	"Will you go to sleep now?"				
	"Yes, Mum," said Sam.				
12	"Good night, Mum," said Sam.				
	"Good night, Sam," said Mum.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Bedtime Level 6

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Bedtime* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What things did Sam take to bed? (L)
- ☐ Why did Sam want all of these things before he went to sleep? (Int)
- ☐ Do you think that Sam will go to sleep now? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

I Draw Pictures Level 7

This book is called *I Draw Pictures*. The boy likes to draw pictures of his family. They like the pictures that he draws.

Text difficulty 126 words, 13+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	I like to draw. I like to draw pictures of my family.				
5	My mum was at the computer. I drew a picture of my mum and then I showed it to her. “That’s a good picture,” said Mum.				
7	My dad was in the kitchen. I drew a picture of my dad and then I showed it to him. “I like that picture,” said Dad.				
9	My brother was on the phone. I drew a picture of my brother and then I showed it to him. “That’s a good picture,” said my brother.				
11	My sister was in her bedroom. I drew a picture of my sister and then I showed it to her. “That’s a good picture,” said my sister.				
12	Here are all my pictures of my family.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

I Draw Pictures Level 7

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask: What was this book *I Draw Pictures* about? Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Who did the boy draw pictures of? (L)
- ☐ What did his family think of the boy's pictures? (Int)
- ☐ Why do children like to draw pictures of their families? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Naughty Dog Level 8

This book is called *The Naughty Dog*. The girl tries to stop her dog from being naughty.

Text difficulty 106 words, 11 + errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	This is my dog. She is a good dog, but sometimes she can be very naughty.				
4	Look at my dog. What is she doing? Oh no! She's eating my shoe. Stop it you naughty dog!				
6	Look at my dog now. She's got the newspaper. She's ripping up the newspaper. Stop it you naughty dog!				
8	Look at my dog now. She can see the cake. Oh no! She is eating the cake. Stop it you naughty dog!				
10	Look at my dog now. She is in the garden. She's digging a big hole. Stop it you naughty dog!				
12	Look at my dog now. She is a good dog.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Naughty Dog Level 8

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *The Naughty Dog* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did the dog do to the newspaper? (L)
- ☐ Is the girl's dog a good dog? Why? (Int)
- ☐ What should the girl do to teach her dog to be a good dog? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Sebastian Learns to Swim Level 9

This book is called *Sebastian Learns to Swim*. Sebastian wanted to learn to swim. His family tried to tell him how to swim but he couldn't.

Text difficulty 141 words, 15+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Sebastian was at the beach with his family. His mother could swim. His father could swim. His grandma could swim. And his sister could swim.				
3	But Sebastian could not swim. "I want to learn to swim," said Sebastian.				
5	His mother said, "You can learn to swim. You can do it." "No, I can't," said Sebastian.				
6	His father said, "You can swim. Jump in and move your wings."				
7	Sebastian jumped in and moved his wings, but he couldn't swim. "See! I can't swim," said Sebastian.				
9	His grandma said, "You can swim. Kick your feet." Sebastian kicked his feet, but he couldn't swim. "See! I can't swim," he said. (cont'd)				
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

Sebastian Learns to Swim **Level 9** (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
10	"Look at me swim," said his sister.				
11	She kicked her legs. Sebastian kicked his legs, too. She moved her wings. Sebastian moved his wings, too.				
12	"I can do it!" said Sebastian. "I can swim."				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Sebastian Learns to Swim Level 9

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Sebastian Learns to Swim* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did Sebastian need to do to learn to swim? (L)
- ☐ Who helped him to learn to swim? (Int)
- ☐ Why is learning to swim hard? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Little Red Hen Level 10

This book is called *The Little Red Hen*. The Little Red Hen asked the other animals for help to make some bread.

Text difficulty 162 words, 17+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	One day the Little Red Hen found some seeds. “I will plant these seeds and grow some wheat,” she said. “Then I can make some bread.”				
4	“Will you help me plant these seeds?” she asked the other animals. “No! No! No!” they all said. So the Little Red Hen planted the seeds all by herself.				
6	Soon the wheat was ready. “Will you help me cut the wheat and make it into flour?” she asked the other animals. “No! No! No!” they all said. So the Little Red Hen cut the wheat all by herself.				
8	Soon the flour was ready. “Will you help me make the bread?” she asked the other animals. (cont’d)				
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

The Little Red Hen Level 10 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
8	“No! No! No!” they all said. So the Little Red Hen made some bread all by herself.				
10	Now the bread was ready to eat. “We will help you eat the bread,” said the other animals.				
12	“No! No! No!” said the Little Red Hen. “I’ll eat it all myself.” And she did.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Little Red Hen Level 10

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask: What was this book *The Little Red Hen* about? Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Why did the Little Red Hen plant the wheat seed? (L)
- ☐ Why did the Little Red Hen ask the other animals to help her? (Int)
- ☐ Should people always share things with others? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

I'm Using the Computer Level 11

This book is called *I'm Using the Computer*. The girl was busy using the computer and she wouldn't help her family.

Text difficulty 106 words, 11 + errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	My mum wanted me to tidy up my room. "Later," I said. "I'm using the computer."				
3	My dad wanted me to take the dog for a walk. "I'm using the computer," I said. "I'll do it later."				
4	My brother wanted me to feed the bird. "I'll do it later," I said. "I'm using the computer now."				
5	My sister wanted me to help her with her homework. "I can't," I said. "I'm using the computer."				
6	My computer stopped working. I wanted someone to fix it. "Mum, my computer isn't working. Can you come and help me fix it?"				
8	"Not now," said Mum. "I'm busy on the computer!"				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

I'm Using the Computer Level 11

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *I'm Using the Computer* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Why didn't the girl take the dog for a walk? (L)
- ☐ Why did the girl's mum say she was busy on the computer? (Int)
- ☐ Should people ask you to do things when you are using a computer? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Going Rowing Level 12

This book is called *Going Rowing*. When the boys went rowing on the river with Dad, he showed them how to use the oars, turn the boat and row the boat.

Text difficulty 122 words, 13+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	We went rowing on the river with Dad. We had never been rowing. Dad showed us what to do.				
4	Dad showed us how to get into the boat and where to sit.				
5	When we got into the boat, it wobbled. I didn't want to fall into the river.				
6	I wanted to row the boat. Dad showed me how to use the oars. It was hard. I splashed water all over Dad, but the boat didn't go anywhere.				
8	Dad showed me how to turn the boat. It was very hard to do. The boat went round and round.				
10	I kept trying and trying. At last I rowed the boat. I rowed and rowed down the river.				
12	And Dad rowed all the way back.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Going Rowing Level 12

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Going Rowing* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Why did the boy think he was going to fall into the river? (L)
- ☐ Why did his dad row the boat all the way back? (Int)
- ☐ Why is learning to row a boat hard? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

My Dog Ben Level 13

This book is called *My Dog Ben*. Ben the dog loves to do clever tricks. He has a favourite trick.

Text difficulty 118 words, 12+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	This is my dog Ben. He is very clever. He loves to do tricks. He can shake hands and roll over.				
3	But his favourite trick is to jump up high to catch a ball.				
4	Ben brings the ball to me when he wants to do this trick. He carries the ball in his mouth. He drops the ball at my feet and then he barks.				
6	I pick up the ball and throw it up high. Ben jumps up to catch it. He jumps up very high and catches the ball in the air. Then he brings the ball back to me and I throw it again.				
8	Ben can do lots of things, but this is his favourite trick.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

My Dog Ben Level 13

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *My Dog Ben* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ How does Ben tell the boy that he wants to do the trick? (L)
- ☐ Why does the boy say that his dog is very clever? (Int)
- ☐ How do you think the dog learned to do tricks? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Messy Pony Level 14

This book is called *The Messy Pony*. Penny, the white pony, always wanted to know what was happening on the farm. She got into lots of trouble.

Text difficulty 116 words, 12+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Penny was a white pony. She lived on a farm. Penny always wanted to know what was going on.				
4	One day the farmer was feeding the pigs. Penny put her nose in the bucket and tipped it over. Penny was covered in food.				
5	Then the farmer milked the cow. Penny tipped the bucket over. She was covered in milk.				
6	Then the farmer collected the eggs. Penny bumped into the basket and broke all the eggs. Penny was covered in egg.				
7	The farmer climbed the ladder to paint the barn. Penny climbed up too, and tipped the paint over. Penny was covered in paint.				
8	Penny wasn't a white pony any more. She was a very messy pony.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Messy Pony Level 14

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *The Messy Pony* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What things did Penny do to become a messy pony? (L)
- ☐ Why did Penny want to know what was happening on the farm? (Int)
- ☐ What should Penny do in the future? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Bull and the Frog Level 15

This book is called *The Bull and the Frog*. The bullfrog thought that he was the grandest frog in the world and nothing could be bigger than him.

Text difficulty 153 words, 16+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	A young frog set off to see the world. As he hopped out of the pond, he saw a huge bull eating grass in a field. He had never seen a bull before.				
3	He hopped home to his father, the bullfrog. “I have just seen the biggest frog in the world!” said the young frog. “Was he as big as me?” asked the bullfrog, as he puffed himself up. “Oh, much larger than that!” said the young frog. “He was huge!” “Was he this big?” asked the bullfrog, puffing himself up even more. “Much, much larger than that!” said the young frog. (cont’d)				
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

The Bull and the Frog Level 15 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	<p>“That cannot be!” said the bullfrog.</p> <p>He thought he was the grandest bullfrog in the world.</p> <p>“He couldn’t be bigger than me! I’m the oldest and grandest frog in the pond. And I am enormous! Was he bigger than THIS?”</p> <p>He puffed and puffed himself up so much ... that he burst!</p>				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Bull and the Frog Level 15

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book
The Bull and the Frog
about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did the young frog see in the field? (L)
- ☐ Why did the father bullfrog puff himself up? (Int)
- ☐ Should people think they are grander than everyone else? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Our Playground Level 16

This book is called *Our Playground*. The children at the school decided what to build in the playground. They talked about what they liked and they voted to make the decision.

Text difficulty 104 words, 11+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Our school was going to build something new in the playground. We helped to work out what to build. We talked about the equipment we would like.				
3	There were lots of things we wanted to have. Some of us said we would like a new slide to slide down. Other children asked for new climbing bars to hang from. And some children said it would be good to have a bridge to climb over.				
4	When we counted the votes, most of us wanted a new slide. So our school built a new slide in our playground and now everyone likes to play on it.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Our Playground Level 16

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask: What was this book *Our Playground* about? Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did the school build in the playground? (L)
- ☐ How did the school decide what to build in the playground? (Int)
- ☐ Is voting a good way to make a decision? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Girl Who Cried Spider Level 17

This book is called *The Girl Who Cried Spider*. Rosie laughed when she tricked people at school with her rubber spider. But when Rosie was scared by a real spider, nobody took any notice.

Text difficulty 166 words, 17+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	One day, Rosie brought her rubber spider to school. Rosie put it on Mrs Taylor's desk when she wasn't looking. Rosie screamed, "Help! There's a spider!" Mrs Taylor tried to flick the spider into the rubbish bin. Rosie giggled. When Mrs Taylor saw it was just a rubber spider, she was very cross with Rosie.				
3	At lunchtime, Rosie put her rubber spider in Ben's lunchbox. "Look! There's a spider!" she cried. Ben was scared. He threw his lunchbox up in the air and his lunch fell down on his head. Ben was upset but Rosie didn't care. She just laughed at him.				
(cont'd)					
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

The Girl Who Cried Spider Level 17 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	After school, Rosie was just about to put on her bike helmet when she saw a huge, hairy spider inside it. “Help me! There’s a spider in my helmet!” she screamed. Everybody looked, but nobody stopped to help. They thought Rosie was tricking them again. Rosie was too scared to put on her bike helmet, so she had to walk all the way home.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Girl Who Cried Spider Level 17

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *The Girl Who Cried Spider* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What happened when Rosie put her rubber spider in Ben's lunchbox? (L)
- ☐ Why wouldn't anyone help Rosie to get the spider out of her bike helmet? (Int)
- ☐ What do you think Rosie should learn about tricking people? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Having Fun Level 18

This book is called *Having Fun*. The boy had a weekend at Grandma's house. It was different to what he thought it would be.

Text difficulty 144 words, 15+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	<p>At the weekend, I stayed at Grandma's house. I didn't want to stay. I thought it would be boring, but we had lots of fun together.</p> <p>On Saturday, we went to the amusement park. Grandma wanted to go on a ride that turned you upside down. I was a bit scared, but Grandma said that it would be fun. She was right.</p>				
3	<p>On Sunday, we went to the beach. It was cold and windy. The weather was too cold to go swimming, so I thought it would be boring. But it wasn't.</p> <p>We pretended to be seagulls. We ran up and down the sand dunes flapping our arms.</p>				
4	<p>On Sunday night, when it was time to go home, I didn't want to go. I'd had a fantastic time with Grandma.</p> <p>Grandma said that I could visit her again during the holidays. I can't wait!</p>				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Having Fun Level 18

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Having Fun* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did the boy and his grandma do at the beach? (L)
- ☐ Why was the boy a bit scared of the ride at the amusement park? (Int)
- ☐ Why couldn't the boy wait to visit his grandma again? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Saving Water Level 19

This book is called *Saving Water*. It gives information about what people can do to save water in their home.

Text difficulty 112 words, 12+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	People need fresh water to drink and cook with. They also need it to clean and wash things. There is not a lot of fresh water in the world so we all need to help save water.				
3	There are many ways people can save water in their homes. People can turn off the tap while they are cleaning their teeth and they can take shorter showers to save water. People can also collect water from their bath or shower by using a bucket. This water can be used to water the garden.				
4	We need to use water wisely. We must be careful not to waste it. People need fresh water to live.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Saving Water Level 19

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Saving Water* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What do people use water for? (L)
- ☐ How can people save water? (Int)
- ☐ Why is saving water important? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Girl and Her Bucket Level 20

This book is called *The Girl and Her Bucket*. The girl imagined how she could make money to be rich and famous.

Text difficulty 163 words, 17+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	A young girl was on her way to market to sell a bucket of milk. ‘When I sell this milk in exchange for some gold, I’ll buy a hen,’ thought the girl. ‘The hen will lay eggs. The eggs will hatch and then I’ll have many chicks. When the chicks have grown into hens, they will lay more eggs. Those eggs will hatch and I will soon have even more hens that I can sell at the market.’ ‘Then I’ll be rich and famous, and I shall visit the queen.’				
4	‘When I meet the queen, I shall bow low and say, <i>GREETINGS YOUR MAJESTY!</i> As the girl imagined this scene, she started to bow. The bucket of milk fell off her head and spilt all over the road. “Oh no!” she cried. “I have spilt my milk. My plan is ruined. I have nothing to sell. I will never be rich, I will never be famous and I will never meet the queen.”				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Girl and Her Bucket Level 20

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book
The Girl and Her Bucket
about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Why was the girl taking her milk to market? (L)
- ☐ Why did the bucket of milk fall off the girl's head? (Int)
- ☐ Could the girl have become famous and met the queen if she hadn't spilt the milk? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Flying With the Wind Level 21

This book is called *Flying With the Wind*. It tells us how hot-air balloons work.

Text difficulty 127 words, 13+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Hot-air balloons can fly high in the air. They are pushed along by the wind. The hot air in the balloon is lighter than the cool air around the balloon. This makes the hot-air balloon rise up. Hot-air balloons carry a basket underneath. People travel in the basket. There are also instruments in the basket. One of these instruments shows the height of the balloon above the ground. Above the basket is a burner that keeps the air in the balloon hot, so that the balloon keeps flying.				
4	Hot-air balloons must travel where the wind blows them. When it is time to land, some of the hot air is released from the top of the balloon. As the hot air escapes, the balloon sinks to the ground.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Flying With the Wind Level 21

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Flying With the Wind* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ How does the air in the hot-air balloon stay hot? (L)
- ☐ How do hot-air balloons fly? (Int)
- ☐ What things could hot-air balloons be used for? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

The Laughing Dragon Level 22

This book is called *The Laughing Dragon*. It is about a pet dragon with a dangerous laugh.

Text difficulty 170 words, 18+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Annabel never planned to have a pet dragon. It just happened. Someone abandoned him in a basket on Annabel's doorstep. He was a very cute dragon. When Annabel tickled him, he chortled with glee. And when he laughed, fire burst from his mouth. The more he laughed, the bigger the flames.				
3	Annabel's mother didn't like the dragon. Maybe it was because the television caught fire when they were watching a comedy programme. Maybe it was because he scorched her favourite joke book. "That dragon will have to go," Annabel's mother said firmly. Annabel was terribly upset.				
4	Annabel had a brainwave. She taught her dragon to close his mouth whenever he laughed. Her idea worked perfectly! There was no more fire, just little clouds of smoke that came puffing gently out of his nose. (cont'd)				
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

The Laughing Dragon Level 22 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	<p>“I guess the dragon can stay,” said Annabel’s mother. She was amused by the wafts of smoke coming from the dragon’s nose. Annabel cuddled her pet contentedly.</p> <p>The dragon was so delighted that he burst out laughing.</p>				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

The Laughing Dragon Level 22

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *The Laughing Dragon* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What happened when the pet dragon laughed? (L)
- ☐ Why didn't Annabel's mother like the dragon? (Int)
- ☐ Would a dragon be a good pet? Why? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Tigers, the Big Cats Level 23

This book is called *Tigers, the Big Cats*. It gives information about tigers and how they survive.

Text difficulty 196 words, 20+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	<p>Tigers are the biggest cats in the world.</p> <p>A fully-grown tiger weighs as much as two adult men. Each tiger's face has a stripe pattern that is one of a kind.</p> <p>Tigers only live in Asia and are found in both tropical jungles and snowy woodlands. Unlike other cats, tigers love swimming. They are often seen near rivers and swamps.</p>				
3	<p>Baby tigers are called cubs. The mother tiger feeds her cubs and looks after them for about two years. She teaches them how to hunt.</p> <p>Tigers are excellent hunters and have very sharp claws and teeth. They usually stalk prey at night. They charge the prey from behind and kill with a bite to the neck. Tigers eat deer, wild pigs and monkeys. If the prey is large, the tiger will take several days to eat it all.</p> <p>(cont'd)</p>				
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

Tigers, the Big Cats Level 23 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	<p>Tigers are endangered. There are only about 7000 wild tigers living in the world today. Much of their habitat is logged for wood or cleared to make way for farming land. Tigers are also killed for their body parts and skins.</p> <p>Many people from around the world are learning about tigers so they can help to save them.</p>				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Tigers, the Big Cats Level 23

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Tigers, the Big Cats* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Where do tigers live? (L)
- ☐ What do tigers need to stay alive? (Int)
- ☐ How are people a danger to tigers? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Skydiving Level 24

This book is called *Skydiving*. It is about the sport of skydiving. It tells us how people safely jump from a plane and parachute to the ground.

Text difficulty 136 words, 14+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Skydiving is a sport where people jump from a plane and fall through the air before pulling a ripcord to open their parachutes. Before taking their first jump, people must be taught how to skydive safely. They need to know how to leap clear of the plane, when to open their parachutes and how to land correctly on the ground.				
3	A plane carries the skydivers high up in the air. When the plane is sufficiently high, a door is opened and the skydivers jump out. For nearly a minute they fall through the air, travelling at around 200 kilometres per hour. This is called freefalling.				
4	The skydivers then each pull the ripcord to open their own parachutes. This makes the parachutes slow down as they move closer towards the ground, enabling the skydivers to land gently.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Skydiving Level 24

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Skydiving* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What is skydiving? (L)
- ☐ Why do skydivers need to know how to land correctly on the ground? (Int)
- ☐ Why is skydiving called a sport? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Dolphins to the Rescue Level 25

This book is called *Dolphins to the Rescue*. It is a true story about how a pod of dolphins saved a group of lifesavers from a great white shark.

Text difficulty 197 words, 20+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	<p>Many people work hard to save dolphins, but did you know that a group of dolphins has saved people from a great white shark?</p> <p>A group of lifesavers was swimming off the coast of New Zealand. The group included Rob and his daughter Nicky. Suddenly a pod of dolphins swam towards them very quickly and surrounded them. The dolphins guided the lifesavers into a tight group by flapping their tails on the surface of the water and circling them.</p>				
3	<p>Rob couldn't understand what was happening so he swam away from the group, only to see a great white shark swimming just below the surface. Then he realised that the dolphins were trying to protect the lifesavers, so he swam back to the group. He didn't let the others know that there was a shark in the water, as he didn't want them to panic.</p>				
(cont'd)					
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

Dolphins to the Rescue Level 25 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	The dolphins circled around the group for forty minutes, moving them towards a sand bar. When they reached the sand bar, the dolphins let the group go. Rob told the group that the dolphins had protected them. They all felt very grateful and wished there was some way they could thank the dolphins.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Dolphins to the Rescue Level 25

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask: What was this book *Dolphins to the Rescue* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Where did this true story take place? (L)
- ☐ What might Rob have been thinking as he swam back to the group? (Int)
- ☐ How do you think dolphins know when humans are in danger in the water? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

How the Sun and Moon Were Made Level 26

This book is called *How the Sun and Moon Were Made*. The forest animals had to overcome an evil power to bring light back to the world.

Text difficulty 201 words, 21+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Long ago, there was a huge ball of light that shone in the sky. But an evil power stole the huge ball of light, forcing the forest animals to live in darkness. The animals met to discuss what to do. “We should send Bear to bring light back to our world,” said Deer. Wise Old Owl disagreed. “As soon as Bear sees food, he’ll forget about looking for the light.” “Hare is fast and trustworthy,” squeaked Mouse. “Let’s send him.” Wise Old Owl agreed. So Hare left to search for the light.				
3	Hare travelled for a very long time, until he saw a bright light shining from a hole in the ground. The evil power was guarding it. Bravely, Hare ran around the evil power, grabbed the ball of light and sped away. With a mighty effort, Hare kicked the ball of light away, breaking it apart into two balls.				
(cont’d)					
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

How the Sun and Moon Were Made **Level 26** (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	He kicked the larger ball into the heavens and it lit up the earth as it rose in the sky. He kicked the smaller ball into the sky and it shone at night. The animals praised Hare for creating the sun and the moon and bringing light back into the world.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

How the Sun and Moon Were Made Level 26

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *How the Sun and Moon Were Made* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Where did Hare find the bright light? (L)
- ☐ Why was the evil power guarding the light? (Int)
- ☐ Why was the light so important to the forest animals? (Infer)

Summary

Total miscues (uncorrected)

Accuracy %

Self-corrections

Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Hungry Crocodiles Level 27

This book is called *Hungry Crocodiles*. It gives information about how crocodiles catch and eat food.

Text difficulty 172 words, 18+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	Crocodiles can go for a long time between meals, but when they are hungry, watch out! A crocodile can leap out of the water and snap up a passing animal in its strong jaws. Crocodiles are extremely hard to see. They can lie completely submerged in water with just their eyes and nose above the water's surface, looking out for animals to eat.				
3	When an animal is close by, crocodiles move very quickly. They use their powerful tail to propel them through the water and then run fast on their short legs to lunge at their prey.				
(cont'd)					
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

Hungry Crocodiles Level 27 (cont'd)

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	<p>Crocodiles use their sharp teeth to kill an animal. They swallow the animal whole without chewing it. Crocodiles have a lot of acid in their stomachs, which allows them to break down the bones and shells of the animals they eat. They also have a gizzard in which there are stones. This also helps crocodiles to break down their food.</p> <p>Some crocodiles only have fifty meals a year. That's less than one meal a week.</p>				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Hungry Crocodiles Level 27

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask:
What was this book *Hungry Crocodiles* about?
Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ Why are crocodiles hard to see in the water? (L)
- ☐ Why do you think a crocodile can go for a long time between meals? (Int)
- ☐ What animals might threaten the survival of a crocodile? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required?
If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Surviving the Storm Level 28

This book is called *Surviving the Storm*. A long time ago a terrible storm almost destroyed a ship and its crew. This story tells how the crew worked together to survive.

Text difficulty 183 words, 19+ errors=hard

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
2	<p>Captain Stockfleth was the captain of the J. M. Wall. One night in 1880 a terrible storm engulfed the ship.</p> <p>As the ship was tossed about in the inky blackness, it was struck by a bolt of lightning that ripped a large hole in its side. Water poured into the ship through the hole and it seemed certain that the ship would sink and the crew would perish.</p>				
3	<p>Captain Stockfleth grabbed a large piece of sail canvas, a hammer and some nails, and had a crew member lower him over the side of the ship on a rope secured around his waist.</p> <p>The ship rolled back and forth in almost total darkness, but the Captain held on bravely. He was constantly dunked into the icy water, but he struggled on, trying to nail the canvas over the hole.</p> <p>(cont'd)</p>				
Total					

*M = Meaning S = Structure V = Visual

Record of reading behaviour

Surviving the Storm Level 28

Name: _____

Date: _____

Page	Text	E	SC	Error MSV	SC MSV
4	Eventually the gaping hole was covered by the canvas, preventing the water from flooding the ship. The crew then manned the pumps and drained enough water out of the ship to keep it afloat. The exhausted crew loudly cheered their captain. Together they had survived.				
Total					

*M = Meaning S = Structure V = Visual

Reading behaviour analysis sheet

Surviving the Storm Level 28

☐ Tick

Name: _____

Date: _____

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Repeats words or phrases
- ☐ Uses punctuation

Information sources used

— Miscues

- ☐ Were the miscues visual?
- ☐ Were the miscues syntactic?
- ☐ Were the miscues meaning based?

— Self corrections

- ☐ Were the self-corrections visual?
- ☐ Were the self-corrections syntactic?
- ☐ Were the self-corrections meaning based?
- ☐ Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90

Comprehension:

Retelling

After the child has finished reading, ask: What was this book *Surviving the Storm* about?

Record details:

- ☐ Many facts
- ☐ Few facts
- ☐ No facts

Prompts

- ☐ What did the Captain use to cover the hole in the ship? (L)
- ☐ Why was the Captain's job so dangerous? (Int)
- ☐ What could the Captain and crew have done if the ship had flooded? (Infer)

Summary

<input type="text"/>	Total miscues (uncorrected)	<input type="text"/>	Accuracy %
<input type="text"/>	Self-corrections	<input type="text"/>	Retelling/comprehension (1–6)

Assessment for this passage

- ☐ Easy
- ☐ Instructional
- ☐ Difficult

Planning what the child needs to learn

Refer to the information on these two pages. Is any further assessment required? If so, conduct this using the resources on pages 79 to 107, *The First Step: Assessing Early Literacy*.

Teaching focus

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

For teaching ideas see *The Next Step: Developing Early Literacy*

Teacher _____

Record of reading behaviour

Title: _____

Level: _____

Name: _____

Date: _____

	E	SC	Error MSV	SC MSV
Total				

Total miscues (uncorrected):

*M = Meaning S = Structure V = Visual

OXFORD

UNIVERSITY PRESS

253 Normanby Road, South Melbourne, Victoria 3205, Australia
Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research,
scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

with offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD is a trade mark of Oxford University Press
in the UK and in certain other countries

© Curtain Communications Pty Ltd 2007

AlphaAssess™ and the AlphaAssess logo are trade marks of
Curtain Communications Pty Ltd

All photographs are © 2007 Curtain Communications Pty Ltd.
Cover illustration bottom right by Mini Goss.

Downloadable material

The material downloadable from this site is protected by copyright laws in Australia and internationally and may only be downloaded and reproduced in quantities sufficient for classroom use. Permission is hereby granted to the purchaser of the product with which this downloadable material is associated to reproduce the downloadable material in quantities sufficient for non-commercial classroom use.

Communication and reproduction for educational purposes

Where copies of part or the whole of works are made by an educational or other institution, Part VB of the Copyright Act 1968 (Cth) may apply and may require that prescribed procedures be followed. For information, contact the Copyright Agency Limited.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 19, 157 Liverpool Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: info@copyright.com.au

Reproduction and Communication for other purposes

Except as permitted under the Act (for example, any fair dealing for the purposes of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address above.

ISBN 978 0 1955 6454 9
ISBN 0 1955 6454 5

Developed by Eleanor Curtain Publishing
Designed by Alexander Stitt
Production by Publishing Solutions
Edited by Anne McKenna
Printed in China



OXFORD
UNIVERSITY PRESS